



**Literacy Design  
Collaborative**

# **LDC Task Template Collection Version 3.0**

Grades K-I

December 2014

## LDC Task Templates for Kindergarten and Grade 1

Cognitive Demand	ARGUMENTATION (OPINION)	INFORMATIONAL/EXPLANATORY
<b>1</b> <b>Definition</b>		<b>Task IE1:</b> [Insert optional question] After _____ (reading/researching/listening to) _____ (literary text/s and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you define _____ (concept or term) and explain _____ (content). Support your response with evidence from the text/s.
<b>2</b> <b>Description</b>		<b>Task IE2:</b> [Insert optional question] After _____ (reading/researching/listening to) _____ (literary text/s and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you describe _____ (content). Support your response with evidence from the text/s.
<b>3</b> <b>Explanation</b>	<b>Task A3:</b> [Insert optional question] After _____ (reading/researching/listening to) _____ (literary and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you explain _____ (content). Support your opinion with evidence from the text/s.	<b>Task IE3:</b> [Insert optional question] After _____ (reading/researching/listening to) _____ (literary and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you explain _____ (content). Support your response with evidence from the text/s.
<b>4</b> <b>Analysis</b>		<b>Task IE4:</b> [Insert optional question] After _____ (reading/researching/listening to) _____ (literary and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you discuss _____ (content). Support your response with evidence from the text/s.
<b>5</b> <b>Comparison</b>	<b>Task A5:</b> [Insert optional question] After _____ (reading/researching/listening to) _____ (literary and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you compare _____ (content). Support your opinion with evidence from the text/s.	<b>Task IE5:</b> [Insert optional question] After _____ (reading/researching/listening to) _____ (literary and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you compare _____ (content). Support your response with evidence from the text/s.
<b>6</b> <b>Cause-Effect</b>		<b>Task IE6:</b> [Insert optional question] After _____ (reading/researching/listening to) _____ (literary and/or informational text/s on _____ content), _____ (write/draw/dictate) _____ (product) in which you explain the cause/s of _____ (content) and the effect/s _____ (content). Support your response with evidence from the text/s.

## Rubrics for Scoring Student Responses to Teaching Tasks for Kindergarten and Grade 1

The Argumentation (Opinion) Rubric and the Informational/Explanatory Rubric for Kindergarten and Grade 1 Teaching Tasks are attached in the Appendix to *LDC Task Template Collection Version 3.0*

## Optional Demands for Adding Rigor to Teaching Tasks

Demands may be added to a teaching task to increase its rigor. You might choose to add either a single demand or multiple demands depending on your students' needs, grade level standards, or content. Additional demands can also be used as a mechanism to provide additional differentiation for individuals or groups with similar instructional needs.

- D1** Be sure to acknowledge competing views. (Use with Argumentation tasks.)
- D2** Give \_\_\_\_\_ examples from past or current \_\_\_\_\_ (events; issues) to illustrate and clarify your position.
- D3** What \_\_\_\_\_ (lesson/s, conclusion/s, implication/s) can you draw about \_\_\_\_\_ (content)?
- D4** In your discussion, address the credibility and origin of sources.
- D5** Identify any gaps or unanswered questions.
- D6** Include \_\_\_\_\_ (bibliography, citations, references, endnotes).
- D7** Include \_\_\_\_\_ (charts, tables, illustrations, and/or stylistic devices) to help convey your message to your readers.
- D8** Explain how \_\_\_\_\_ (key detail/s, historical events, scientific ideas or concepts, or steps in a technical procedure) and \_\_\_\_\_ (key detail/s, historical events, scientific ideas or concepts, or steps in a technical procedure) are \_\_\_\_\_ (connected or related).
- D9** Include a \_\_\_\_\_ (retelling, recounting, summary) in your response. (Use with K–I and 2–5 tasks.)
- D10** Include \_\_\_\_\_ (specific or #) \_\_\_\_\_ (key detail/s or example/s) from the text/s in your response. (Use with K–I and 2–5 tasks.)
- D11** Connect \_\_\_\_\_ (content) and \_\_\_\_\_ (content) in your response. (Use with K–I and 2–5 tasks.)

### Appendix: Argumentation (Opinion) Rubric for Kindergarten and Grade 1 Teaching Tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.		Addresses prompt and provides a position but focus is uneven. D: Addresses additional demands superficially.		Addresses prompt appropriately with a steady focus and provides a position; stays on task. D: Addresses additional demands sufficiently.		Addresses all aspects of prompt with a strong focus and provides convincing position; stays on task. D: Addresses additional demands with thoroughness and makes a connection to opinion or claim.
Controlling Idea	Lacks a preference, opinion, or claim.		States a preference, opinion, or claim.		States a credible preference, opinion, or claim.		States and maintains a credible preference, opinion, or claim.
Reading/ Research (when applicable)	Provides information not connected or relevant to the reading materials or purpose of the prompt.		Provides details from reading materials relevant to the purpose of the prompt but lacks accuracy.		Accurately provides details from reading materials that support the preference, opinion, or claim.		Accurately and effectively provides key details from reading materials that support the preference, opinion, or claim.
Development	Lacks reasons that support preference, opinion, or claim.		Provides reasons that support the preference, opinion, or claim.		Provides sufficient reasons that support the preference, opinion, or claim.		Provides sound reasons and key details that support the preference, opinion, or claim.
Organization	Lacks organization of ideas.		Attempts to organize ideas.		Demonstrates some elements of organization: including an introduction of topic or book, supporting reasons, and/or closure or a concluding statement or section.		Demonstrates elements of organization: including an introduction of topic or book, supporting reasons, and closure or a concluding statement or section.
Conventions	Attempts to apply grade-appropriate conventions of standard English* but lacks cohesion and control of grammar, usage, and mechanics.		Demonstrates an uneven command of grade-appropriate conventions of standard English.*		Demonstrates a command of grade-appropriate standard English conventions, with few errors, as appropriate to grade level.*		Demonstrates and maintains a well-developed command of grade-appropriate conventions of standard English, with few errors.*
Content Understanding	Content is irrelevant, inappropriate, or inaccurate.		Shows basic or uneven understanding of topic or disciplinary content.		Presents generally accurate understanding of topic or disciplinary content.		Presents relevant and accurate disciplinary content to demonstrate in-depth understanding.
* “Grade-appropriate conventions of standard English” means grade-level CCSS language standards that are appropriate to time of year and student’s language development stage.							

### Appendix: Informational/Explanatory Rubric for Kindergarten and Grade 1 Teaching Tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.		Addresses prompt but focus is uneven. D: Addresses additional demands superficially.		Addresses prompt appropriately with a steady focus; stays on task. D: Addresses additional demands sufficiently.		Addresses all aspects of prompt with a developed and consistent focus; stays on task. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Lacks a clear topic or controlling idea.		Names a topic or controlling idea, though may lack clarity or credibility.		Names a credible topic or controlling idea.		Names and maintains a strong and credible topic or controlling idea.
Reading/ Research (when applicable)	Provides details not connected to the reading materials or to the prompt.		Provides some details from reading materials but lacks accuracy or relevance.		Accurately provides some details from reading materials relevant to the prompt.		Accurately and effectively provides key details from reading materials relevant to the prompt.
Development	Does not provide details or is off task.		Provides some details that support the focus and controlling idea.		Provides appropriate details that support the focus and controlling idea.		Provides key details that strongly support the focus and controlling idea.
Organization	Lacks organization of topic and information.		Attempts to organize topic and information.		Demonstrates some elements of organization: including an introduction of topic, supporting details, and/or closure or a concluding statement or section.		Demonstrates elements of organization: including an introduction, supporting details, and closure or a concluding statement or section.
Conventions	Lacks control of grammar, usage, and mechanics appropriate to grade level.*		Demonstrates an uneven command of standard English conventions appropriate to grade level.*		Demonstrates a command of standard English conventions, with few errors, as appropriate to grade level.*		Demonstrates and maintains a well-developed command of standard English conventions, with few errors, as appropriate to grade level.*
Content Understanding	Content is irrelevant, inappropriate, or inaccurate.		Shows uneven understanding of topic or disciplinary content.		Presents generally accurate understanding of topic or disciplinary content.		Presents relevant and accurate disciplinary content to enhance understanding of topic.
* “Grade-appropriate conventions of standard English” means grade-level CCSS language standards that are appropriate to time of year and student’s language development stage.							